


Teaching Vocabulary

- **visuals & realia**
- **mime & anecdotes**
- **eliciting & contexts**
- **using synonyms & antonyms**
- **translation**
- **dictionaries**

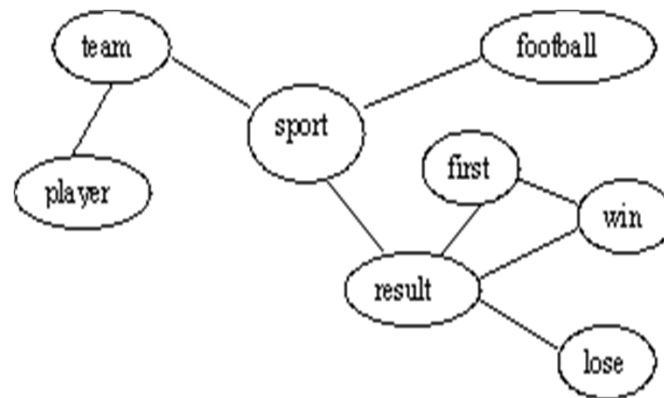
Recording vocabulary

- chart

Vocabulary item	Grammar	Pronunciation	Meaning (definition/ Picture)
cat	noun	/kæt/	
Example	Collocation	Translation	Other (word family/ synonyms/ antonyms)
Tom has got a cat.	-	gato	Kitten: a young cat. Wild cats: lion, tiger, etc

Making connections....

- key words and pictures
- groups, scales and spidergrams



- synonyms and antonyms
- collocations and grammar words

Practice

Decision-making activities:

- identifying
- selecting
- matching
- sorting
- ranking and sequencing

Identifying: finding words where they may otherwise be 'hidden', such as in texts

4 Look at the title of the magazine article. What do you think the writer's main points are? Now read the article. Were you right? Do you agree with her?

FEAR OF FLYING

How can anyone like flying? It's a crazy thing to do. Birds fly; people don't. I hate flying. You wait for hours for the plane to take off, and it's often late. The plane's always crowded. You can't walk around and there's nothing to do. You can't open the windows and you can't get off. The seats are uncomfortable, there's no choice of food and there are never enough toilets. Then after the plane lands, it's even worse. It takes hours to get out of the airport and into the city.

I prefer travelling by train. Trains are much better than planes; they're cheaper, safer, and more comfortable. You can walk around in a train and open the windows. Stations are more convenient than airports, because you can get on and off in the middle of cities. If you miss a train, you can always catch another one later. Yes, trains are slower, but speed isn't everything. Staying alive and enjoying yourself is more important!

5 Read the article again and answer these questions.

- 1 How does the writer prefer travelling?
- 2 For the writer, which of these adjectives describe travelling by train? Which adjectives describe travelling by plane?
dangerous fast safe bad slow
expensive comfortable good
uncomfortable convenient

6 Now match these verbs from the text and their definitions.

1 to land	a) to leave the ground and go up in the air
2 to catch	b) to arrive at an airport in a plane
3 to miss	c) to arrive too late for a plane train, etc.
4 to take off	d) to get on or into public transport

- Count the number of time *plane(s)* and *train(s)* occur in the text.
- Find four words connected with *flying*.
- Find five phrasal verbs
- Find eight comparative adjectives
- Underline all the words ending in -ing

So read the text, then turn it over.

Did the following words occur in the texts?

busy/ crowded/ fast/ dangerous/ uncomfortable/
dirty/ convenient/ inconvenient/ noisy

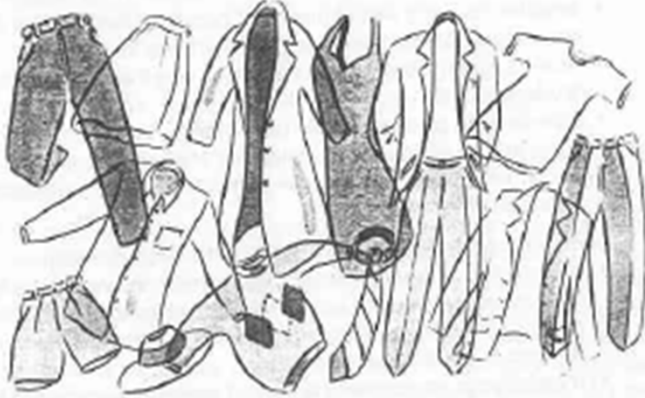
OK, that's Mr Brown. He's wearing a jacket and trousers, no tie, and he's talking to the woman with the long dark hair – she's wearing a black dress. Now Mrs Brown is over there. She's wearing a skirt and a blouse, and she's talking to a tall man with fair hair. And their son, Richard...yes, there he is, he's over in the corner. He's wearing jeans and a T-shirt – he's the one with very short hair.

- List all the clothes items that you hear.
- Raise your hand when you hear a clothes item.
- Put these items in the order that you hear them:
blouse/ tie/ skirt /jeans/ jacket/ T-shirt/ dress/ trousers
- Tick the items that you hear:
blouse/ shoes/ tie/ shorts/ skirt/ socks/ jeans/ jacket/ hat/ T-shirt/ dress/ trousers/ suit/ shirt
- Listen for clothes words and write them in the correct column:

Mr Brown	Mrs Brown	Richard

Unscramble anagrams

1 What are these clothes in English?
The answers are all in the wordsquare.



S	H	I	R	T	O	S	I
J	A	C	K	E	T	H	L
A	T	C	J	N	J	O	T
T	R	O	U	S	E	R	S
I	D	A	M	W	A	T	H
E	X	T	P	U	N	S	I
O	D	R	E	S	S	J	R
S	K	I	R	T	U	P	T
S	U	S	U	I	T	J	E

Selecting: cognitively more complex than identification tasks, since they involve both recognising words and making choices amongst them

Choose the odd one out in each group:

trousers	socks	jeans	T-shirt
blouse	skirt	tie	dress
T-shirt	suit	shorts	trainers

In this type of activity there is no 'right' answer necessarily. What is important is that learners are able to justify their choice, whatever the answer. It is the cognitive work that counts – not getting the right answer.

- 1 Work in pairs. Choose five words to describe yourself. Use a dictionary if necessary.

careful interesting clever cold
confident fit funny imaginative
intelligent kind lazy nervous
optimistic patient pessimistic
polite quiet calm rude sad
sensitive nice serious tidy
thoughtful

Think of other words you can use.

honest, friendly...

Discuss your choice of words with your partner.

I think I'm usually optimistic.

And I'm always polite!

Does he/she agree with you?

- 2 Think of three people you admire very much. They can be politicians, musicians, sports personalities etc. or people you know personally. Choose the person you admire most and think of three adjectives to describe this person.

Then choose the second and third person you admire and think of three more adjectives for each person to explain why.

from Greenall S, *Reward*
Pre-Intermediate, Macmillan
Heinemann

Choose five words from this lesson to learn. Think of how you will demonstrate that you have learned them.

Matching: it involves first recognising words and then pairing them with a visual representation, a synonym, an antonym, a definition, or a collocate.

WORD PAIR RACE
In five minutes, write as many correct pairs of verb + noun phrases as possible.

VERBS

- book
- crash
- do
- wear
- fail
- win
- take
- go
- look like
- inherit
- shoot
- put on

NOUNS

- into a tree
- weight
- a salary
- a holiday
- sightseeing
- a film
- a seat-belt
- an exam
- a photo
- research
- a match
- a fortune
- your father

from Oxenden C and Latham-Koenig C, *English File Intermediate*, OUP

Sorting activities require learners to sort words into different categories – which can either be given, or guessed.

Word field: characteristics

2 Put these adjectives into two groups – positive and negative.

emotional	friendly	good-humoured	outgoing
confident	ambitious	rude	self-centred
offensive	kind	selfish	nice

Put these words into four groups of three words each. Then think of a title for each group.

*goal/ net/ piece/ club/ racket/ shoot/ board/ green/ court/
hole/ pitch/ referee/ check/ serve/ tee/move*

Now, can you add extra words to each group?

Ranking and sequencing activities require learners to put the words into some kind of order.

You have just moved into a completely empty flat. You can afford to buy one piece of furniture a week. Put the following items in the order in which you could buy them.

*fridge/ bed/ desk/ dinning table/ sofa/ wardrobe/chair/
dishwasher/ bookcase/ cooker/washing machine / chest of drawers*

Now, compare your list with another student and explain your order. If you were sharing the flat together, would you agree? If not, make a new list that you both agree about.

Production tasks: learners are required to incorporate newly studied words into some kind of speaking or writing activity.

Completion (of sentences and texts)

- Complete the text by writing an appropriate word in each space:
'Greta Garbo, the Swedish-born film _____, was born in 1905. She won a scholarship to drama school, where she learned to _____. In 1924 a film director chose her for a _____ in a Swedish film called ...'
- Choose the best word from the list to complete each sentence. Use each word once ...
- Select words from the list to complete these sentences. Note that there are more words than sentences ...
- Choose words from the text you have just read to complete these sentences ...
- Choose the best word to complete each sentence:
1 When I feel tired, I can't stop _____.
a sneezing
b yawning
c coughing
d weeping
etc.

Creation (of sentences and texts): learners create the contexts for the given words.

- use each of these words to make a sentence which clearly shows the meaning of the word.
- choose six words from the list and write a sentence using each one.
- use each of these words to write a *true* sentence about yourself or someone you know.
- write a short narrative (or dialogue) which includes at least five words from the list.

Work in pairs. Ask and say how you feel about your town or village.

I love it. It's all right. I can't stand it.

Which of the following adjectives can you use to describe your town or village?

interesting boring annoying depressing frightening marvellous
beautiful peaceful noisy lively

Can you explain why?

I find it boring because there's nothing to do in the evenings.

- **discussions, communicative activities and role-play**
- **written tasks**
- **matching pictures and lexical items**
- **matching parts of lexical items to other parts (beginnings and endings)**
- **matching lexical items to others, e.g. collocations, synonyms, opposites, sets of related words, etc.**
- **using prefixes and suffixes to build new lexical items from given words**
- **classifying items into a list**
- **using given lexical items to complete a specific task**
- **filling in crosswords, grids or diagrams**
- **filling in gaps in sentences**
- **memory games**

Inferring meaning from context

- one of the most useful skills learners can acquire and apply both inside and outside the classroom
- one that we already use when reading and listening in our L1
- transferring a skill
- integrated into L/ R for comprehension
- most effective after a global or gist understanding of the text

- a. It was a very cold day so I put a tribbet round my neck.
- b. I was so fliglive that I drank the whole bottle of Coke.
- c. I did three tralets yesterday but I failed them all because I hadn't studied enough.
- d. I did the exam very trodly because I had a headache.
- e. I sarked very late because I overslept.